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THIRD ANNUAL MEETING

OF

THE MISSOURI STATE TEACHERS' ASSOCIATION.

BY W. H. LEWIS, PRESIDENT.

(Concluded.)

Direct your attention for a moment to the disastrous consequences of this parental dereliction.

At first the child is placed in the hands of an illiterate and immoral nurse. Its earliest association is with children of evil principles and vicious habits. Now, according to the laws of its nature, it receives its impressions, its principles, its character, from them. It was naturally loyal, truthful and honest, but from them it has learned to be deceitful, false and disloyal. Before the unwary parents know it, its moral character is stamped. The seeds of evil sown in a fertile soil, have sent their roots into the lowest depths of the child's heart.

Some parents, thus guilty of most criminal neglect, endeavor to comfort themselves with the reflection that, as their child grows older, it will become better. This reflection is contrary to the philosophy of the child's nature, and is founded in the most unpardonable ignorance. Every observant person, whether he is acquainted with the philosophy of human nature or not, knows that a bad child, whose morals have been corrupted in early life, does not become better as he grows older. No, its evil principles grow with its growth, and strengthen with its strength. The future history of the child is a melancholy exemplification of this fact. Observe him as he passes from the nursery into the more extended and active circles of the family. Does he yield a willing obedience to the rules, regulations and government of his parents? No. How can he, who was allowed to have his own way in the nursery, to say *I will, I won't*, now, when he has grown older, submit to parental authority? Never having been taught the duty of obedience, he is self-willed and refractory. He does

not recognize the right in any one, no not even in his parents, to govern him. Should they attempt to do so, he would accuse them of tyranny and refuse submission. After many unsuccessful efforts, the unfortunate parents give up the unequal contest with the pitiful complaint, "*We can do nothing with our bad boy.*" The reins of government are thrown loose, and he is given up to do, as he always has done, just as he pleases. Every step he takes he becomes more and more confirmed in the principles which were deeply inbedded in his moral nature in early life.

The time has come when he must go to school. Permit me to ask the teachers who are present, does the bad boy at home make a good boy at school? Does a disobedient son make an obedient scholar? Will he who treats his parents with contempt, respect his teacher? Will he who lives in idleness, who does nothing at home, be industrious and studious at school? Will he who was deceitful, domineering and quarrelsome with his brothers and sisters, be decorous, polite and kind to his school-mates?

If the teacher apply his discipline to such a boy, he instantly rises up in defence. Should the teacher enforce his government, the boy rebels, and with false representations, makes a sympathetic appeal to his indulgent parents for redress. The sequel is soon told. Parents who will not govern their child themselves, will not consent for any one else to do it. The boy is withdrawn from school, while the true and faithful teacher receives the bitter invectives of both parents and child; forsooth, because he performed his duty. We leave others to say how many such parents and children are to be found in every community. They are the enemies of education, and their whole influence tends to prevent the success of our best institutions of learning.

But to the history of our little hero. He has now reached manhood, the period of life when he must take his position in society; when he must perform his part upon the world's active theatre; when he must have to do with men and things in the stern realities and business of life. Has not society much to hope from such a one? Has not the State? Has not the Church? In the language of another; "*We all know what sort of men bad children make.*"

A disobedient child, a rebellious scholar, will make a disloyal and treacherous citizen. He obeys the law of his country from no other principle than the fear of its penalty. He may become an artful, designing demagogue, and prate much and talk long and loud about his country's weal. He may affect to be deeply interested in all that appertains to the welfare and prosperity of the State. But in all this he is only seeking political distinction—personal aggrandisement. To accomplish his ambitious designs,

he will employ all sorts of means, whether right or wrong, true or false.

The same remarks apply to him in the business transactions of life. He hesitates not to cheat, deceive and defraud, provided he can avoid detection. Like the Spartans of ancient Greece, he makes the crime to consist not in cheating, but in being discovered. He reverses the maxim of the good man: "Honesty is the best policy," and says policy is the best honesty.

In the social circles he is suspicious, captious, and quarrelsome, often manifesting the passions of anger, jealousy and revenge. Has he become the head of a family, he is totally ignorant of the first elements of family government. His children are allowed the same latitude he had during his nonage. Surrounded by like demoralizing influences they grow up, without discipline, and without moral and religious instruction.

As the same cause produces the same effect in morals as in physics, so the character of his children cannot be better than that of their father. The stream cannot rise above its source.

Is this sketch, hastily and imperfectly given, false or true? Have we drawn a picture in fancy or real colors? Is it an isolated case, or of general application?

The parental neglect of early education, both intellectual and moral, is an error, where influence extends beyond the family circle into our literary institutions. Teachers find it necessary to adapt their schools to the taste and notions of their patrons. If patrons will not sustain an institution based upon true principles, an institution of judicious laws and wholesome discipline, of moral influence and religious restraint, educators are left with but one alternative, either to cater to the false notions of their patrons, or, if too highminded to do this, to abandon the profession of teaching in contempt.

Latitudinarianism is the order of the day, both in the family and in the school. The cry is for fashionable education. And what is this fashionable education, with all its gorgeousness and pageantry? Investigate it. Divest it of its flimsy embellishment, of its tinsel and gewgaw, of its brilliant costume and drapery. Analyze it, and you will find it to be false, partial, superficial and fantastic. It is fulsomeness without accomplishment. It is polish without solidity. It is surface without depth. It is glitter without gold. It is music without science. It is pedantry without learning. It is the shadow without the substance. Such is fashionable education. Is it not a grand humbug? Is it not a base counterfeit?

With a little smattering of a few fashionable studies, it makes our sons and daughters vain and finical, and ostentatious. It gives them a taste for light and corrupting literature; a distaste for the duties and realities of life. It fits them pre-eminently for what

is styled in popular parlance, the fashionable walks of life, where useful employment is considered ignoble, and manual labor a real disgrace. Yes, it makes of them ladies and gentlemen, whose highest ambition is to do nothing, whose pleasure is in idle gossip, whose supreme delight is in visiting the fashionable saloon or the theatre, or whirling in the dance.

But we live in an age to witness the glorious triumphs of educational reformation. Ours is the brightest era in the annals of the world's history. For many ages has the human mind been under the dominion of error. Long has it been enveloped in the darkness of ignorance groping in intellectual night through the lapse of several thousand years, with only now and then a few faint glimmering stars to shed their dim light upon the darkness profound.

A brighter day is dawning. Philosophy, once confined to the academic groves and classic retreats of the favored few, has broken loose from its imprisonment, has come down from its lofty height, and has become the birth-right of every man. Knowledge is being diffused through all classes and grades of society. "The highest truths of transcendental metaphysics will soon reach the populace." It was once said that all could learn to read, to write, to account. Now they do learn these and many others. Education will conquer all obstacles, and conduct man on to the realization of untold perfection.

Ours is an age of mental illumination, activity and power. Man has arisen from his supineness. He is elevating himself to his proper sphere. From the lofty height of intellectual superiority, his sublime and glorious career lumes up before his enraptured vision.

Such, however, is the intimate connection, and such is the reciprocal influence of one department of the mind upon another, that man cannot attain to intellectual perfection without a corresponding cultivation of his moral powers. Our greatest men are generally our best men. A pure heart makes a clear head. On the other hand, the fumes of corrupt passions ascend into the region of the intellect, and cloud and obscure the understanding. It is true that Byron and Shakespeare, Berkely and Bolingbroke, and many others distinguished themselves in the republic of letters, but their genius would have shown with greater brilliancy had their hearts been as highly cultivated as their heads. We live not only in a superior age, but in a country far surpassing every other. Our government is unlike every other in its organic structure. It has no prototype in all the monarchies, empires, kingdoms and republics that have existed in the world. It is the only government based upon the natural, equal, and inalienable rights of man. The only one that recognizes man's capability of self-government, thereby securing to him his true dignity.

Forming the infant republic upon this basis, our forefathers raised their standard and unfurled their banner in defence of civil and religious liberty. Liberty from oppression and despotism.

They appealed to the world in behalf of their principles and their rights. Thousands in other lands, as well as in this, whose patriotic hearts beat in unison with theirs, promptly responded to their appeal, rallied to their standard, and declared themselves the friends of freedom, the enemies of usurpation and tyranny.

Trusting solely in the efficiency of a righteous cause, and in the providence of a just God, though comparatively few in number, without soldiery, without munitions of war, they resolved to break the iron yoke of Great Britain, and to be free and independent. Armed in the holy cause of justice, the little phalanx went forth to battle against the most powerful and warlike nation of Europe. They were invincible, victorious, and demonstrated to the world the impossibility of keeping in bondage an intelligent and virtuous people. Soon it was proclaimed to the four quarters of the globe that America is the land of the brave and the home of the free. Soon the eastern shores of the newly discovered continent were made vocal with the national song: "Hail Columbia happy land."

Under such auspices our republic, less than one century ago, commenced its career. Behold it now. In the arts and sciences, in internal improvement, in agriculture, in commerce, equal to any other, and in social, educational and religious institutions, the first, the greatest nation on earth.

The American Eagle, that proud bird of freedom, soars aloft upon untiring wing, and basks its gay plumage in the bright, unclouded sunbeams of heaven. The tree of Liberty planted in a congenial clime, has grown to gigantic dimensions. Its roots have gone down deep into American soil. Its lofty top has penetrated the clouds. Its outspreading branches extend from Maine to Florida, from Virginia to California. Millions of free and happy people recline beneath its luxuriant foliage, and feast upon its golden fruit.

But the genius of our government in which every man is a sovereign, and is eligible to the highest places of trust and honor, in which our only safety is in the purity of the ballot-box, makes a more thorough and effective system of moral education indispensable to its durability. The signs of the times peacefully indicate this fact. Let us be provident, and take timely warning from the history of other nations. Egypt was the birth place of philosophy, the early cradle of science, great in national wealth, and in political power; but how soon did her intellectual light go down in moral darkness to rise no more. Greece and Rome were the two brightest luminaries of antiquity. Indeed, they

were the wonder and admiration of the world. Their statesmen and warriors, philosophers and poets, orators and artists, fill and adorn the pages of ancient history. But their fame and glory have long since set in moral night. The golden age of Greece and Rome exists only in the song of the poet and as the theme of the historian. A similar dreadful fate closes the history of other great nations and empires. The Assyrian, the Babylonian, the Phœnician, the Trojan and the Carthaginian.

Their history is a melancholy demonstration of the infallibility of moral cause and effect. By industry, by virtue and by intelligence they *rose*; by moral corruption they fell. Rome was conquered before Cæsar crossed the Rubicon. Had not moral corruption entered the imperial city, she would *now* be, what she once was, the great metropolis of the world.

May we not read our destiny in their sad history? Have we not already come to a stand-point, from which we must advance or retrograde. Are not the very same elements now at work in our government, that proved their overthrow? Is not our ship of State drifting upon the same reefs and shores? Do not Sylla and Charybdis threaten us with a similar wreck? Has not the canker worm of corruption already commenced cutting its way into the tree of liberty? What can save us from a like fate? What can rescue us from the fury of the gathering storm, whose dark clouds, vivid lightning, and muttering thunder, may be seen and heard above the political horizon? The trembling and quaking of our body politic prove that internal fires are at work threatening its disruption and ruin. The cause must be removed or the effect is inevitable.

The remedy is to be found in educational reformation. The divine, the statesman, the philanthropist, in short, every close observer, every intelligent citizen, clearly perceives that there is a radical defect in the moral education of the present day.

Many moralists, parents and teachers, have labored to supply the deficiency, to correct the wide-spread evil. But yet the tide of immorality, deep and wide, still flows on, undermining the foundation of our great and glorious government, and endangering the perpetuity of our beloved institutions, civil, social, educational and religious. Virtue and intelligence are the two mighty pillars upon which rests the ponderous fabric of this vast Union. They must be preserved, or the prosperity of our free and happy country will depart.

The great deficiency in the moral education of the rising generation, is seen and felt every where. It is an evil of colossal stature, and is in direct antagonism with our best interests, our most fondly cherished hopes.

But to cure the evil, to correct the error, we must commence at the right time and in the right place; otherwise it never can be

done. This is the reason that previous efforts have proved abortive. In vain have the best talents, the most persuasive eloquence, the profoundest logic, and the soundest philosophy, been employed to reform those whose moral character had been formed. It is not in the power of the pulpit. It is not in the power of the legislature; it is not in the power of the press; it is not in the power of the civil law with penal sanction; it is not in the power of the jail, the penitentiary or the gibbet. As soon could you change the spots of a leopard or the color of an *Ethiope*.

It is perfectly idle to talk to a morally corrupt man of virtue, truth and honesty. You speak to him in an unknown tongue, for those are words concerning whose import he is both theoretically and practically ignorant.

No. The truth which has hitherto been greatly overlooked, the truth to which we call your attention, and which cannot be too firmly fixed in the mind, is, there is but *one time* and *one place*, when and where a good moral education can be successfully commenced. We repeat, that place is the nursery; that time is in childhood. To purify the stream, we must go to the fountain. As we wish the tree to grow, so we must bend the twig.

With what unspeakable interest do we all turn to the domestic circle as containing the future hopes of society, church and State. We appeal earnestly to parents, and particularly to mothers, and ask them if they will not begin the educational reformation at home. Indulge no longer in indolence and criminal neglect. Rise from your apathy, and awake to duty. Remember the eyes of anxious millions are upon you. The sacred and endearing relation you sustain to your children, makes it your imperious, your solemn duty. A duty which no hirelings, no servants, no others can perform for you. By the affection you bear your offspring; by your hope of their future respectability, usefulness and happiness; by your love of peace, good order and harmony in society; by your patriotism; by your devotion to the church; by your own, and by the eternal destiny of your children, we beseech you, apply yourselves to the work. It is a great and good work. Angels would delight to engage in it. It is a difficult work. It will employ your hands and feet, your heads and hearts.

Rich and glorious rewards await you. Your sons and daughters, virtuous and intelligent, useful and happy, will rise up and call you blessed. And when they shall have accomplished their mission on earth, and passed from the busy, active arena of this world, into the bright spirit land, the christian's happy home, they will still pronounce blessings upon your names. Yea, they will forever shine as stars in your celestial diadem.

Our remarks have introduced us to the great subject of educational reform, but as we have already occupied an hour, it will afford us pleasure to address you upon this subject on some future occasion.

EDUCATIONAL PROGRESS—A RECOGNIZED TEACHERS' PROFESSION.

AN ADDRESS BEFORE THE MO. TEACHERS' ASSOCIATION.

BY JHOS. J. HENDERSON.

(Published by Request.)

Ladies and Gentlemen:

The grand, ultimate results of profound investigations and great discoveries, are often seemingly slow in their consummation. In looking back upon the history of art and science, we are often led to wonder that two achievements, one the natural and necessary consequent of the other, should be, in point of time, so widely separated. For instance, it is matter of astonishment that Franklin's discoveries touching the nature and properties of electricity were not more speedily followed by the invention of the electric telegraph. The application of steam power to the purposes of locomotion, though undeniably involving and requiring the accumulated ingenuity of ages, was yet, I think, achieved only when it had become an imperative necessity, and after—long after the expiration of the time which a mere speculator would have allotted to the great work.

The comparatively tardy pace of educational reform is another and an eminent instance of this truth. Without wishing to be precise, we may date the commencement of improvement in the methods and purposes of education, back to the days when the rationale of inquiry promulged by Lord Bacon, and the objective turn which was given to speculative thought by the metaphysics of Locke, first obtained a firm hold among those who speak the English language. The renovation of learning itself, distinguished from the processes of attaining it, commenced anterior to the time of these great benefactors of the human race. But the first actual improvement in the scope, purposes, methods and machinery of education, were, I think, coeval with the overthrow of the barren and captious Aristotelian philosophy by the fruitful experimental philosophy of Lord Bacon, and must, for their origin, be referred to the same prolific source. Subsequently Mr. Locke, by making mankind acquainted with the powers and limits of the human mind, gave a new impetus to this spirit of improvement, when the momentum which it had acquired from ex-

perimental philcosophy, was measurably counteracted. That impetus is still felt. Progress still affects education, mental, moral and physical; and we need only reflect upon the causes which have convened this goodly assembly, for proof of the fact.

But when we compare this progress with the onward march of the mechanic arts; when we estimate it by a standard furnished by commerce, or even politics, how slow, how inadequate, does it seem! After the lapse of nearly three hundred years, it must be confessed we have gained but little. We are yet struggling in the toils of manifold ignorance!

The true and popular idea of education, in its broadest sense, is of no recent origin. The *ne plus ultra* of efficiency in schools has appeared, perhaps, as vividly to the minds of our forefathers as to our own, and we are not far from the truth when we say that the realization of that *ne plus ultra*, is not much nearer to us than it was to them. But there is a cloud over this truth. Let us dispel it. It is true that the *fastness* of this age—the gigantic strides which it makes towards the goal of perfection—is the theme of much empty declamation. Our railroads, our ocean steamers, the metaphorical annihilation of time and space by our telegraphs, and our unparalleled facilities for trade and re-production of every kind, are all texts from which very long, very loud, and very frothy sermons are preached, without any particular edification resulting. But there is no necessary conflict between these sermons and the facts I have stated. While it is perfectly true that on our railroads we can now travel an almost fabulous distance in a single day, it is equally true that our traveling companions are not more polite, more manly and womanly, or more intelligent, except upon the subjects of speculation and wealth, than were the traveling companions of our ancestors in the old stage coach. While it is true that by our telegraphing, we can talk across continents and oceans, it is doubted whether we have anything more witty, or more sensible to say than had our progenitors who merely talked across a table. While it is true that in our national councils are convened a more imposing number of representatives, and although the country sending them has been enlarged till it now stretches from ocean to ocean, it is extremely questionable if the aggregate of political honesty, statesmanship or patriotism, has been increased since the days when our confederacy was formed. I perhaps but speak the common sen-

timent of the country when I say, that the aggregate of fraud and rowdiness has rather been augmented by our amazing progress as a nation, if the transactions in the halls of Congress are to be taken as a criterion. Do you say that we shall not take the assembled wisdom at Washington as such criterion? Let us come home then. Let us examine into the state of society and schools here in Missouri. And if such examination discloses the fact that we have better schools, better teachers, and consequently more intelligent people than was to be found one hundred years ago, in districts of our country equally densely populated, along with those disclosures will come the stubborn fact that the degree of this improvement is by no means high, and that it can only be noticed in the towns and cities, and the more favored portions of our State. This is perhaps an unpleasant truth. Yet we should not let the glitter of rhetorical flourish, nor the enthusiasm excited by a contemplation of our really great triumphs in physical art and science, blind us to the disagreeable reality.

I propose as a part of the business of this hour, a brief mention of some causes which contribute to produce this apparently sluggish movement of the great car of education. And first among these causes I would name the difficulties and impediments to progress, which are inherent in the subject itself.

It has been wisely remarked that "there is no royal road to Geometry." This is doubtless true in the sense that no ingenuity, no ability, no knowledge, on the part of the teacher, can do away with the necessity which rests upon the learner to exert his own mind. Acquisitions of knowledge must be made by one's own self—must be personal or individual. This is the imperative rule of nature, and no possible contrivance or improvement can ever change it. Now, when we reflect that education depends thus primarily upon individual efforts of the persons to be affected by it, our wonder that more rapid improvements have not taken place, must abate. If educational progress depended upon the patient toils, the midnight vigils and sacrifices of a noble few, as do other kinds of progress, we would long ere this have reached millennial perfection: for, God be thanked, that noble few might be found even in this assembly. But resting as it does with the great super-stolid masses, we must not expect its advance to be rapid. Again, educational reforms, like any others, must be managed on the inductive plan. I have intimated

that improvement in schools commenced simultaneously with the introduction of experimental philosophy by Lord Bacon. If I were without the authority of history in making this statement, it would still be a reasonable inference from the nature and necessities of that improvement, and from the aims of the new experimental philosophy. Experiment must be the basis of all progress, else it is worthless. And here we find one of the great obstacles retarding the advance of the science of teaching. It is so difficult and so dangerous to experiment in it. A doctor may try the effect of his nostrums upon a dog or a monkey, and reason analogically as to their effects upon the human system. But a teacher must experiment upon immortal souls! He is like the oculist who, when asked how he had acquired such a wonderful command over his muscles, and such infallible precision and skill in operating with his keen instruments upon the eyes of his patients, replied, "Hush! I spoilt a bushel of eyes to acquire that skill!" So the teacher, in his attempts to find the true and better ways, may spoil a generation of souls! When anything is wrong about a watch, or a steam engine, it is not difficult nor expensive to institute investigations with a view to rectifying the defect. But the defects of our schools require the experience of ages before they are palpably manifest.

Again, the impediments to intellectual progress are to some extent enhanced, and are rendered more complicated, by the very spread of knowledge itself: because this expansion of knowledge is often a very deceptive thing. It causes us to mistake diffusiveness for profundity; a store of memorized facts for great attainments; flippant plausibility for disciplined mind. Moreover, the solemn fact is staring us in the face, that the invention of printing, the multiplying of books and systems, and theories on every conceivable topic—the infinitely diversified fanaticism, negations, incipient doubts and rampant infidelity of modern times, make careful education a more important as well as more laborious work than it was in ancient times, and require the services of teachers of broad culture, who can cull from the turgid mass the wholesome, life-giving elements—who can direct and control young mind so that it be not lost in the labyrinths of learning and speculation. Knowledge is power, we know; but power may be applied to evil purposes. And I submit if the experience of every teacher present, does not prove the assertion, that to vigi-

lantly guard against the misapplication of knowledge-power is a task super-added to that of directing its acquisition, and one which cannot be left unperformed without the most baneful consequences.

But while I argue that there are great obstacles to the progress of education which are thus inherent and inseparable from its very nature, I would not be understood as intimating that I consider these obstacles insurmountable. I have alluded to the old saying that "there is no royal road to Geometry." And while the justness of this saying, in a certain sense, is conceded, I shall ever contend that, in another sense, there is a right royal road, not only to Geometric knowledge, but to every other kind of knowledge: a road royal, because in it may walk all the sovereign freemen of our happy country. Your presence here to-day, ladies and gentlemen, indicates that there is such a road, and is a confident assurance that all who seek may find it. I hope that my remarks have not implied anything more than that it is a hard road to find, and that even when found, the atmosphere which the traveler is compelled to breathe is so impregnated with learned fog, that he sometimes loses it again in spite of himself. I believe there is one right and many wrong ways of learning and teaching anything. Unfortunately the wrong predominate.

But I pass to notice what I consider the second great impediment in the way of educational advancement. This I take to be the want of a recognized teachers' profession.

The abiding consciousness of a vocation has been truly said to be more than a mere suggestion of vanity. It is a prophetic propulsion, giving order, beauty, effect and character to a life. Without it neither nations nor individuals can imprint themselves upon the page of time. Without it, a man drifts helplessly on the current of events till he is whelmed in the waters of oblivion! Of all those mighty spirits who have successively set the world ablaze with the splendor of their achievements, there is not one who did not exhibit, throughout all the scenes in which he mingled, an assurance that he had his own work to do—a work which had been assigned him by the Great Dispenser of the universe, and for which he had been especially endowed. Not alone the conqueror of the world, who wept that the magnitude of his mission could not be enhanced—not alone he who in life's young dawn registered in his heart, and at the altar of his country's gods, a vow of terrible

vengeance upon his country's enemies—nor alone he who wrote those characteristic and voluminous words, "*veni, vidi, vici*,"—nor alone even the child of destiny himself—not alone the Alexanders, and Hannibals, and Cæsars, and Napoleons of the world, but teachers, philosophers, poets, legislators, reformers, martyrs, apostles and prophets—all, of every age and rank and clime, who have "nobly dared and nobly done," for God and man, have illustrated and proclaimed the illimitable power of a consciousness of vocation!

Manifestly this consciousness of vocation must pervade the breasts of those who are doing duty as practical educators, else their labors will be pitifully effete. But where shall we look for a distinct class of men who evidence by their lives that teaching is the master-impulse of their natures?

There is a branch of learning which contains many of the inherent obstacles to generalization, arrangement and division, which we find in the science of teaching. It is the law. What do we see in connection with it? Is it, as a business, open like a hospital to any stray starvling who may wish to use it as a means of subsistence until he can enter upon more honorable and more lucrative employment? Do men smother their natural tastes and the pleasurable emotions which, from their peculiar mental organisms, they would experience in a prosecution of it as a profession? Is there in it no standard by which to determine the efficiency and success of those who do make it a profession? No. All these questions must be answered negatively. And because such things are not true of the law as a branch of learning and as a profession, each succeeding generation of lawyers *does not* have to begin at the same point, but any lawyer can avail himself of the experience, learning and progress of those who have preceded him; and schools are established for the especial training of all whose tastes or interests lead them that way, and without especial training, obtained in some manner, no man, however great his general knowledge and acquirements, can be admitted into the profession, or share its emoluments and honors. The same remarks will apply generally to the science of medicine, to theology, and, in short, to any human pursuit save alone that which is universally acknowledged to be the most important of all, or which, if it is not the most important, at least demands more imperatively than any other, the exercise of

trained, skillful, and especially educated hearts and heads. This, in my opinion, is the great anomaly of modern times. Our minds revert at once to a particular class of men if we want a horse shod, or a coat made, or a house built, or our aches and ailments removed, or our rights maintained against the assaults of a neighbor. Our every material want suggests some particular trade or profession as a means of filling it—with the one solitary exception. When we want a school taught—when we want our children instructed—when we want their characters moulded, their habits formed, their destinies in this world and the next fixed immutably forever—*any man* may put in his bid for that job; no previous professional training required for that work; the lame, the blind and halt; the man whose indolence and imbecility have made bankrupt his fortunes in all other vocations; the most penurious, little-souled, narrow-minded, unlettered bigot in a neighborhood, may all compete with large-hearted, experienced, educated, intelligent men for the business! Strange truth! Unaccountable perversity! Do not men love their children? Do they not labor till their limbs ache and their heads droop heavily that their children may be fed and clothed? And yet they will heedlessly, and often in the face of remonstrance, consign their little ones, soul and body, to the care of the veriest dolt, the veriest petty tyrant, the shabbiest man they can find in all their community, provided only that he can “read, write and cypher,” indifferently well, and is willing to ruin his charge for a contemptible pittance!

Do any of you, ladies and gentlemen, who are favored above the common walks of life, say that these things cannot be; that the onward march of science and civilization, the progress of the age, and various agencies, have driven this monstrous incongruity—this humiliating anomaly—out of existence? Does any one, looking to his own heaven-favored home, say that the country is supplied with worthy professional teachers? Would to God it were so! I grant most cheerfully that of late years, in many sections of the country, much has been done to reform this evil. But I tell you who hear me to-day—you who occupy the van of the army of school reformers, your work is only begun. How stands the record concerning this matter of professionally trained teachers? How stands the record as to the teachers, throughout the length and breadth of this broad land, who have even paid

the slightest attention to the science of teaching? I will not ask how stands the record in Missouri. Our sparse population, and our position but a step from the western boundary of civilization, are to some degree causes and excuses for the defective character of our schools and teachers. But go to the east: go to the States which boast of having the best educated population in the world—to the land of Colleges and Universities and common schools—and how stands the record there? In Pennsylvania, for instance, in forty-one counties from which reports were received for the year ending June 2d, 1857, the number of teachers who have read books and periodicals on teaching, was three thousand two hundred and fifty-six; the number who have never read a syllable on the subject of their art, was *four* thousand one hundred and eighty. A majority of nearly a thousand who depended solely upon their "mother wit" for instruction in the art of arts! In forty-three counties the number who intend to make teaching a permanent business was three thousand two hundred and twenty-seven; of those who do not so intend, *five thousand* three hundred and ninety-eight—nearly two thirds of the whole number merely temporizing with the business, with no operative motive to strive for a higher degree of excellence. When it is remembered that these counties embrace the large towns and cities, Philadelphia excepted, where they generally employ permanent and trained teachers, and that the professional education of many of those who have reported themselves as having read works on the science of teaching is scarcely worthy of the reckoning, we must conclude that in the great old Keystone State, the second in the Union in point of population, and perhaps the first in proportional wealth, the persons really deserving the name of teacher are almost entirely confined to the towns and cities, and do not constitute a tithe of the whole number employed as such. Can we say, then, that there is a recognized teachers' profession in the land of William Penn? And in Ohio, Virginia, Kentucky, even in the New England States, the aggregate of a *suppositive* teachers' profession will not be found higher by an examination of the statistics on the subject. Indeed, a careful review of all the statistics that can be found on the subject, induces your unworthy speaker to believe that *not* one-eighth of the whole number of persons in the United States who are employed as teachers, have any idea of continuing permanently in the business, or have ever given any time to especial preparation for it.

It is true that all the calculations that could be made on the subject must be based upon reports concerning the public or common schools; and we would possibly reach a more flattering aggregate of professional teachers by taking into more careful account the colleges, seminaries and universities. But teachers who are thus employed are as often distinguished for their clerical labors as for their teaching. We would not know, in many instances, whether to call them teachers or preachers. And scholarship, rather than acquaintance with the art of teaching, is the test commonly applied to determine their efficiency. I will not be understood as disparaging our teachers in private schools here in Missouri, when I say that they cannot meet *all* the requirements of the age. Their situations require pupils to go to them: they never go to the pupils. The institutions over which they preside cannot be made available in the rural districts, and cannot affect the great mass of our population, except at second hand. As a general thing these teachers are superior men and women, who are taken away from the rank and file, and raised out of the reach of the commonality by their superiority. Yet it is to their interests as well as to the advantage of community and other teachers, that the primary and common schools be fostered and elevated. There can be no rivalry or conflict between the two classes, as one is but the out-growth of the other.

But I have dwelt long enough upon this branch of my subject. It must be evident to every thinking mind, that while we have many able and worthy teachers throughout the country, there is as yet no distinct class of men who stand out from the community as teachers, but yet a sad want—a great dearth—of the right kind of material—and our attention must immediately be turned to a remedy. It is trite to say, *that* remedy is to be found, here in Missouri, in the establishment of Normal Schools, and in the furtherance of the several objects of this Association. The discussion of this point will be so much better and so much more extensively entered upon before your adjournment, that I forbear dwelling upon it now.

In conclusion, ladies and gentlemen, you will allow one, who, though not a prophet, nor the son of one, is yet strong in the hope and faith of the better day coming, to predict that there are hoary hairs now within these walls which will still be "a crown

of glory" to living men, when this remedy will be applied, and when this tardy progress which we have noticed will be changed—by quickening impulses almost omnipotent—to a resistless, rapid, ever onward march. In the language of a Missouri poet, who is, for aught I know to the contrary, now in this assembly,

* * * "The hour seems hastening on
When knowledge o'er the earth shall spread her flood,
As water o'er the sea; and mystic hands
Are trembling to let fall millennial folds
Around the sin and sorrow of mankind."

BE CHEERFUL.—There are not a few who, even in this life, seem to be preparing themselves for that smileless eternity to which they look forward, by banishing all gayety from their hearts and all joyousness from their countenances. I meet one such in the street not unfrequently—a person of intelligence and education, but who gives me, and all that passes, such a rayless and chilling look of recognition, something as if he were one of Heaven's assessors, come down to "doom" every acquaintance he met, that I have sometimes begun to sneeze on the spot, and gone home with a violent cold, dating from that instant. I don't doubt he would cut his kitten's tail off if he caught her playing with it. Please tell me, who taught her to play with it?—*Holmes.*

TALENTS NO PROTECTION.—Were they so, Bacon would never have taken a bribe, nor would Dodd have committed forgery; Voltaire might have been another Luther; David Hume another Matthew Hale; and Satan himself might yet be in the canopy of heaven, an orb of the first magnitude. Indeed, high talent, unless early cultivated, as was that of Moses, and Milton, and Baxter, and Edwards, and Wesley, and Robert Hall, is the most restive under moral restraints; is the most fearless in exposing itself to temptation; is the most ready to lay itself on the lap of Delilah, trusting in the lock of its strength. And, alas! like Sampson, how often is it found blind and grinding in the prison house, when it might be wielding the highest political power, or civilizing and evangelizing the nations!—*Dr. Murray.*

Poetry.

SCATTER THE GEMS OF THE BEAUTIFUL.

Scatter the gems of the beautiful!
By the wayside let them fall,
That the rose may spring by the cottage gate,
And the vine on the garden wall;
Cover the rough and the rude of the earth
With a veil of leaves and flowers,
And mark with the opening bud and cup
The march of summer hours.

Scatter the gems of the beautiful
In the holy shrine of home;
Let the pure and fair, and the graceful there
In their loveliest lustre come;
Leave not a trace of deformity
In the temple of the heart,
But gather about its hearth the gems
Of Nature and of Art.

Scatter the gems of the beautiful
In the temples of our God—
The God who starred the uplifted sky,
And flowered the trampled sod;
When he built a temple for Himself,
And a home for His priestly race,
He reached each arch in symmetry,
And covered each line in grace.

Scatter the gems of the beautiful
In the depths of the human soul;
They'll bud and blossom and bear the fruit,
While the endless ages roll;
Plant with the flowers of charity
The portals of the tomb,
And the fair and the pure about thy path
In Paradise shall bloom!

IT NEVER COMES AGAIN.

"There are gains for all our losses,
There are balms for all our pain;
But when youth, the dream departs,
It takes something from our hearts,
And it never comes again.

We are stronger, we are better
Under manhood's sterner reign;
Still we feel that something sweet
Followed you with flying feet,
And will never come again.

Something beautiful is vanished,
And we sigh for it in vain;
We behold it everywhere,
On the earth and in the air,
But it never comes again."

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AGENTS.—S. S. Romans & Co., Commission Booksellers, No. 97 Fourth Street, St. Louis, or our duly constituted agents, and contracts made by them for advertising in the EDUCATOR will be binding upon us.

TARDY.—This issue of the EDUCATOR is a little behind times. The delay has been occasioned by an accident not likely to happen again.

EDUCATIONAL PERIODICALS.—We have on our exchange list nearly every educational periodical printed in America. The same generous, enlightened spirit with which we have endeavored to imbue the EDUCATOR, seems to actuate them all. "Long may they wave."

PRIVATE SCHOOLS IN MISSOURI.—The Superintendent of Common Schools is desirous of obtaining full and accurate information concerning all the Private Schools, male and female, in the State. It is believed that comparatively few institutions publish annual catalogues, from which this information can be gleaned, and hence some other means for attaining it must be used. It is suggested that the conductors of these schools will do themselves a service by forwarding a short account of their respective number of pupils and teachers, histories, etc. If this matter is attended to soon, we doubt not a gratifying result will be attained.

STATE SUPERINTENDENT.—The political press of the State generally, has saved us from the necessity of announcing that at the recent election, Hon. WM. B. STARKE was chosen to serve

another term in this capacity. Without wishing to make an invidious distinction between rival candidates for the post, we may be allowed to say that the present incumbent is a faithful and competent officer, and is doing what he finds to do with an intelligent earnestness. We can plainly see that he has the good of the schools at heart; and hope that his efforts to organize Teachers' Institutes, to found a State Normal School, and in behalf of many other objects, will not only meet hearty co-operation, but be crowned with success.

PARSIMONY *vs.* EDUCATION.

Somewhere in our recent reading, (we do not know where, and it matters not now) we have met an unquestionable truth clothed in language substantially as follows: A very small matter placed close before an average pair of human eyes, and gazed at zealously and without intermission, will very soon eclipse the very mountains and seas in magnitude, and throw its shadow upon earth and heaven. We often have a sad but pointed illustration of this when the "small matter" happens to be a question of economy arising in the use of money for educational purposes. A school house is to be built for a thriving neighborhood. The first question agitated is not what kind of a house will best suit our purpose, but what is the cheapest structure our wants will permit us to use. In settling this question a paltry fifty or hundred dollars expenditure will be brought so close to the eyes of an entire community that a shadow is thrown from it upon a thousand young lives; and this shadow has the peculiar property of abiding gloomily long after the obstruction is removed. In some instances it must be ineffaceable forever. And if a teacher is to be employed? How completely does the small matter of a dollar or two per month, more or less, shut out from the mental view the infinite consideration of qualifications for the post! The "almighty dollar" is most mighty when it is thus brought into the fore-ground of the picture and obliterates the vista through which the grand objects of life should at least be peering. But its might is then expended in ruining humanity. We hope the day is not far distant when the parsimony and littleness in educational movements, that prevails so uniformly over a far-seeing and liberal policy, will fall before the sturdy strokes

which our educators are heaping upon it. We would much prefer the opposite extreme, extravagance. For is it not better that money should be wasted than that it should be hoarded?

Prof. LEWIS, in the opening address concluded in this number of the EDUCATOR, finds occasion to show up, in its true colors, the effect of a parsimonious management of school matters. The other papers read before our Association also contained occasional adimadversion on the same topic; we hope they will not escape attention as they appear. Meanwhile, something more emphatic and even more caustic might be productive of good; and we would respectfully suggest that the theme is one to which we will gladly open our pages.

BOOK NOTICES.

THE SCIENCE OF COMMON THINGS; a Familiar Explanation of the First Principles of Physical Science. For Schools, Families, and Young Students. By David A. Wells, A. M. New York: Ivison & Phinney. St. Louis: Keith & Woods.

This is an elegant text book on the first principles of science. Books designed for such use are ordinarily very paltry affairs; but this is of a superior order. Almost any one, however learned, may use it with profit; and yet it is so simple in plan and thorough in execution that any common child may comprehend it with a little study.

SANDER'S YOUNG LADIES' READER: Embracing a Comprehensive Course of Instruction in the Principles of Rhetorical Reading. For the Use of the Higher Classes in Female Schools generally. By Chas. W. Sanders, A. M. St. Louis: Keith & Woods.

Sander's Reading Books, from first to last, are good. They rank with McGuffey's and Parker's, and are vastly superior to Goodrich's. The one bearing the above title is not the least meritorious of the series, and we shall be glad to see it extensively used. Messrs. Keith & Woods are agents for them all in St. Louis, where they can be procured on favorable terms.

AMERICAN MANUAL OF PHONOGRAPHY: Being a Complete Guide to the Acquisition of Pitman's Phonetic Short-hand. By Elias Longley. Cincinnati: Longley & Brothers, Phonetic Publishers.

We have on our table a number of valuable publications, kindly presented by the Messrs. Longley. In our next we hope to present our readers with a paper on the subject of Phonotopy, which will be accompanied perhaps by a reference to these works.

MEMORIZING.

Some men acquire and retain twenty languages. Such men have never been distinguished for great power or comprehension of intellect. And the other mental faculties are sacrificed to mere memory. Great minds rarely retain the *ipsissima verba* of the books which they read.

We have often heard that Mr. Clay never forgot a name or a face. To him, as a public man, such things were important, interested his attention, and impressed his memory. He had little use for poetry, and could scarcely repeat correctly a line of it. Great lawyers recollect principles only, and can define those principles only in language of their own. Accurate lawyers recollect cases, and repeat definitions by the hour in the exact words of the book. We know a distinguished jurist, whose advice to his students was, "to take care to comprehend what you read, but never trouble yourself about remembering it." To all readers this is admirable advice. There is very little that we read worth remembering; yet anything that we read, see, or hear, may suggest useful reflection, and thus add to our volume of intellect.—*Richmond Enquirer*.

Some body, we don't know who, has added the following pithy remarks on this topic:

SAY, in the introduction to his celebrated work on political economy, tells us that he studied all the books he could find on the subjects on which he intended to write, and took time to forget what he had read before writing. Do we thoroughly comprehend what the memory retains in the gross? Are facts generalized, digested, assimilated, and made a part and parcel of our mind till they are, in great measure, forgotten? Is not a good memory a mental dyspepsia, that retains intellectual food undigested, and disgusts the listener or reader by bringing it forth in the gross, just as it was swallowed? Who has not been bored a thousand times by a friend with a fine memory? Such a friend always remembers to forget that he has retailed the same learning or the same story to his impatient listener a hundred times before.

Probably everybody has enough of memory. No one forgets what interests him. The dull boy who cannot remember a line of a book, are the very boys who never forget a name, or a foot-path! It is want of interest and attention, not want of memory, that makes them dull. The twenty-four books of Homer were easily retained in men's memories, before writing was invented.

Men have now learned to forget, and consider such a power of memory almost incredible.

How unfortunate we should be to recollect everything we see or read! Some men are thus unfortunate, and are the poorest thinkers and most intolerable bores in the world. We sometimes think that excess of memory is the only defect of memory. That excess occasions intellectual indigestion or dispepsia.

RICHLAND, GREENE COUNTY, Mo., }
August 14, 1848. }

MR. THOS. J. HENDERSON, Esq :

DEAR SIR—I send you *Eleven dollars*, and a list of *twelve* subscribers to the “*Missouri Educator*,” which will help *some*. This list was raised by *one* who hails from the “*rank and file*” of Missouri’s “*Two thousand eight hundred Common School teachers*.” Now Sir, suppose that each teacher should send a like number—your list would be thirty-three thousand six hundred more than if they do not so respond. I venture to assert that there is not a *Common School* teacher in this great State, who, if he or she “*will try*,” cannot at least make *one* addition to your list, and thus assist in advancing the great work of Education, and the elevating of intellectual Missouri to the high grade which distinguishes her physically as the Empire State of the West.

I subscribed for the “*Journal of Education*” published by the *State Teachers’ Association*,” and received only one number; I notice in the proceedings of said Association convened in your city on the 6th July, that the subscription list of that journal was to be supplied by sending to its subscribers the “*Missouri Educator*.” I state this as I was at a loss to know why it was sent to my address, etc. If I am correct, send it on; if not, send it, and I will send you the amount.

With my best wishes for the prosperity of the “*Educator*” and the elevation of the profession of teaching as a science,

I remain yours truly,

AMOS H. GOBDIN.

We have received several letters of import similar to the foregoing. They have cheered us greatly, as they demonstrate the existence of a feeling among the teachers of Missouri which has been supposed to have no existence. The writer of this kind letter will excuse us, we hope, for publishing it, as it would not

do to let so good an example be lost upon our readers. We cannot expect that our friends and brethren generally, among the "rank and file," will send us such beautiful and masterly specimens of chirography as Mr. A. H. GORDIN, for his proficiency in this art is almost inimitable. But certainly there are many others who can, encouraged by his success, send us large additions to our list of subscribers.

SCHOOL-ROOM TACTICS.

NAPOLÉON professedly believed that Heaven directed the issues of battle, but he had observed that Providence generally gave the victory to the best-disciplined army. In the true and just sense, the best-disciplined school must achieve the highest results. But we are inclined to think there is some difference of opinion in regard to what constitutes good discipline in the school-room.

We were once a young man; and, while still brimful of warm professional enthusiasm, we visited a school which had the reputation of being a model establishment. It was a "crack school," to borrow an ante-room phrase; and, of course, we were duly and properly astonished at the perfection of its machinery, and the ease with which it moved. The gentlemanly teacher evidently intended to astonish us, and it would have been exceedingly impolite not to have been astonished. We entered the room where seventy-five or eighty scholars were seated, and not one of them raised a head, or seemed to notice the advent of a visitor, albeit a very humble personage, and perhaps unworthy their notice; though I am persuaded that if the President and Louis Napoleon had entered, arm-in-arm, they would have been received with no higher consideration, unless the tactics of the model institution had been varied to accommodate the distinguished characters of the guests. This cold reception struck us as slightly unnatural; and the vacant stare of some indolent fellow would have rather relieved the frigid but beautiful monotony of the scene. Being a professional visitor, we could not but imagine some of the salutary drill by which this splendid result had been attained. As we caught the expression of half a dozen pairs of snapping eyes, we could almost believe it had been a severe drill to the owners thereof; that so much embryo manhood and independence had been reduced with great difficulty to its present servile subordination. We had no doubt that, in some instances, those certain "inalienable rights" of Young America had been defended with a zeal and courage which, in a better cause, would have called forth the admiration even of the methodical pedagogue.

The gentlemanly instructor who had wrought this wonder, after

a few commonplace observations, brought the school to the "first position." Certainly the first position was a great institution, for at the word of command every scholar straightened up, "eyes right," arms folded, and as rigid as a squad of infantry. Then, to our astonishment and delight, the school went through a series of evolutions which reflected the highest credit on their drill-sergeant—we beg his pardon—on the teacher.

We listened with intense satisfaction to various recitations, in which not only did every pupil answer with entire accuracy, but not one of them looked to the right or the left, or failed to twist his arms round behind him in an elegant and graceful manner, that we vainly tried to imitate when we returned home. The time of recess arrived; and, after sundry bells had struck, the accomplished teacher engaged us in conversation on some in different topic, so that our attention was for a few moments withdrawn from his school. When we turned, judge our astonishment at finding not a single scholar in the room! Not a sound had we heard, not a footfall, not a scrape on the gritty floor. If every rough-and-tumble fellow had been shod with an inch of India-rubber, and had trodden on another inch of the same material, he could not have departed more silently. It was all a mystery; and much we wondered that so many restless spirits, all glowing with the fiery impetuosity of boyhood, could be so admirably disciplined, could be so thoroughly curbed. If it were now instead of then, we should at once suppose the incomparable master had been taking lessons of the horse-tamers; that he had introduced some potent drug in his practice, which rendered his sway absolute and irresistible. But the mystery was presently solved by the appearance of the scholars on their return from the yard. In single file they entered, or rather crept, into the room. Their step was slow and stealthy. We could not altogether banish our ancient prejudices, and instinctively we clapped our hands upon our pockets to assure ourselves that the creeping phalanx did not intend to obtain surreptitious possession of our handkerchief, a two-bladed knife, and a collapsed wallet, carefully treasured in anticipation of an increase of salary. Such a suggestion was not long to be entertained, however, and we thought of a file of Indians stealing upon a sleeping foe. It was a relief to us, unsophisticated and unlettered in the tactics of the model institution, when the pupils had all crept into their seats. We cheerfully acquitted them of any evil intentions which had appeared to lurk in their stealthy movements; and as the aforesaid handkerchief, two-bladed knife, and collapsed wallet, were still safe in our pockets, we were perfectly willing to regard them all as honest boys. We saw them dismissed with the same magic order and stiffness, and departed, much wondering that the accomplished projector and finisher of all this fine discipline was con-

tent to remain an humble pedagogue, when he ought to have been the inspector-general of an army.

We returned to our school abashed at our own insignificance, and painfully conscious of our own short-comings. But what man had done man might do; and, with a resolution worthy of Peter the Great or Tom Thumb, we entered upon the great work of modelizing our school. Disdaining to be a servile imitator, we invented a series of evolutions, and determined that every boy should "toe the line." We transformed ourself into a drill-sergeant, and labored with the enthusiasm of a reformer. We triumphed over every obstacle, though some of us burned our fingers in the experiment,—the professional reader may possibly suppose that *we* were not the victim,—and our school was modelized. Through school-room tactics, we had reached the highest attainable point in the art of school-discipline.

We shall claim to be a "representative man." We are almost sure that others have trodden in the same path; in like manner soared after moonshine; and in like manner spent their best energies, wasted their time and the public money, in attaining that which is as much out of place in a school-room, as a contradance would be in a church. As a recreation, these tactics may be well enough; but when a large portion of the teacher's time is spent in "keeping up the drill," in obtaining a perfection of mechanical movement, in teaching scholars to walk in a manner that would make them the laughing-stock of the street or the drawing-room, it is "paying too dear for the whistle." It is the proper discipline for the army, but not the proper discipline for the school-room. If a class could march up to, fire into, and then charge upon, a problem in arithmetic and geometry, these tactics would, indeed, be available.

If a reasonable amount of noise, when the scholars enter and leave the school-room, is too severe a trial to the nerves of the teacher, the difficulty should be remedied by carpeting the floor, or by making the boys take off their boots. As an exhibition of what can be done, it is very pretty to see boys stealing over the floor and up and down the stairs, quite as pretty as to see a juggler swallow a sword two feet in length; but in either case it goes "against the stomach." We like to see a boy *walk*,—walk with proper care; we do not like to see him

'Creeping where no life is seen.'

Perhaps we are old foggyish; if we are, there is something in the vigorous, buoyant tread of youth which is grateful to an old foggy. We confess that, after what we have written, we are in dread of being misunderstood and misinterpreted. We believe in discipline. It is quite as much a part of our creed as when we soared after the infinite moonshine. We have come to regard *teaching* as the business of the teacher, to which discipline bears the same relation that the staging does to the edifice in process of construction.—*Massachusetts Teacher.*

STATE TEACHER'S ASSOCIATION.

JEFFERSON CITY, JULY 8, 1858.

REPORT OF THE COMMITTEE ON TEACHERS' INSTITUTES.

FIRST, That the Vice President in each Congressional District be requested and enjoined to perform their duty as indicated in the constitution of this society. That they correspond with County Commissioners and Teachers in all parts of their districts, and earnestly co-operate with them in organizing and conducting the work of Teachers' Institutes.

SECOND, That the State Superintendent be requested to forward circulars to all the Commissioners and Teachers of the State, setting forth the advantages to be derived from these local institutions, inviting them to call in, if necessary, the aid of the Vice President in their District to assist in organizing and conducting a Teachers' Institute, and that in such case they do, if possible, provide for his traveling expenses. That the Vice Presidents be requested to make their work in the counties they may visit, as practical as possible, demonstrating to the teachers and the people the great advantages to be derived from a genuine Teachers' Institute. That they deliver one public lecture in each county they may visit, upon the subject of Normal Schools and Teachers' Institutes, as the most efficient means of exalting our work, and improving our workmanship. That the different Vice Presidents make a full report upon the state of education in their field, to the State Superintendent, up to the last Saturday in December of this year. That they present to the people the claims of the "MISSOURI EDUCATOR," and endeavor to extend the circulation of this periodical in all parts of the State. That they make a full report of their work to this Association at its annual session.

OFFICE SUPERINTENDENT OF COMMON SCHOOLS, }
JEFFERSON CITY, August 1, 1858. }

To the Commissioner Com. Schools——County, Missouri.

DEAR SIR: It affords me great pleasure to comply with the request contained in the above report, especially, as these local Associations and Institutes are the most efficient means within our reach, at present, to awaken the public mind upon the all-important subject of popular education, and to assist the Teachers themselves in the work of mutual improvement. I look forward hopefully to the time when some plan will be adopted by which a class of competent and efficient teachers, both male and female, from the youth of our own State, will be thoroughly prepared for the work of teaching in our Common Schools. In the meantime, teachers must help themselves, and no more efficient means (except Normal Schools) have been discovered, than the plan recommended in the above report. If the teachers in each county would convene, even for a single day, three or four times a year, and spend their time in familiar lectures and discussions upon

the different branches of common school education, it would be difficult to estimate the amount of good to themselves and community that would be thus accomplished. To realize this it is only necessary for you to fix a time and place, and call together the teachers of your county, and if you desire the presence and co-operation of those who have had experience in conducting Teachers Institutes, you can secure this advantage by writing to the Vice President in your Congressional District, who is required and will take pleasure in giving all the aid in his power to the furtherance of the good work.

Not doubting your disposition to co-operate with your fellow teachers, and with me, in the great work of improving and finally perfecting our common school system, I do earnestly commend the subject to your careful attention and immediate action.

Your special attention is called to the foregoing report, which was unanimously adopted by the State Teachers' Association that has just closed its annual session in this city. It may be proper to add that the Association is composed of prominent teachers from the different sections of the State, and there can be little doubt that its action is a fair exponent of the views and wishes of the intelligent friends of popular education throughout the State.

I furnish you below with the names of the officers of the Association for the present year:

President—PROF. G. C. SWALLOW, Columbia.

Vice Presidents—RICHARD EDWARDS, St. Louis; F. T. KEMPER, Fulton; W. T. LUCKEY, Fayette; JAMES LOVE, Liberty; J. L. TRACY, Arrow Rock; J. M. MCGUIRE, Greenfield; JOSEPH BRADY, Farmington.

With great respect,

Your Obedient Servant,

W. B. STARKE, Sup't.

P. S.—I will be pleased to receive notice of the time and place of meetings for the organization of Teachers' Institutes, or for other purposes connected with the subject of education, whenever it is practicable to do so.

CHARLES LAMB'S WARNING.

Charles Lamb tells his sad experience as a warning to young men, in the following language:

"The waters have gone over me. But out of the black depths, could I be heard, I would cry out to all those who have but set their foot in the perilous flood. Could the youth to whom the flavor of his first wine is delicious as the opening scene of life, or the entering upon some newly discovered paradise, look into my desolation, and be made to understand what a dreary thing it is when a man shall feel himself going down a precipice with open eyes and a passive will; to see his destruction, and have no power to stop it, and yet feel it all the way emanating from himself; to see all godliness emptied out of him, and yet not able to forget a time when it was otherwise; to hear about the piteous spectacle of his own ruin; could he see my fevered eye, feverish with the last night's drinking, and feverishly looking for to-night's repetition of the folly; could he but feel the body of the death out of which I cry hourly, with feeble outcry, to be delivered, it were enough to dash the sparkling beverage to the earth, in all the pride of its mantling temptation."

If you have a friend who may be in danger of acquiring an appetite for strong drink, invite his attention to Charles Lamb's dreadful experience.

MONEY.—Men work for it, fight for it, starve for it, lie for it. And all the while from the cradle to the grave, Nature and God are thundering in our ears the solemn question, "What shall it profit a man to gain the whole world and lose his soul?" This madness for money is the strongest and lowest of the passions; it is the insatiate Moloch of the human heart, before whose remorseless altar all the finer attributes of humanity are sacrificed. It makes merchandize of all that is sacred in human affection, and even traffics in the awful solemnities of the eternal world.

Mithridates, king of Pontus, knew each one of his eighty thousand soldiers by his right name.

Seneca was able to rehearse two thousand words, which were given to him in the same order.

Hortensius kept in his memory all the prices paid on a day of auction.

Hugo Grotius, on being present at a review of some regiments in France, re-called all the names of the single soldiers which were there called up.

Justus Lipsius ventured to rehearse the works of Tacitus from the first word to the last, forward and backward, even when somebody was standing before him with a drawn dagger, to pierce him at the very moment he had forgotten but an only word.

A Venetian lady, well known by her erudition, when asked for the sermon she had attended in church, repeated scrupulously every word.

Racine knew by memory all the tragedies of Euripides, Bayle the whole work of Montaigne, Hughs Doneau the Corpus Juris, Metastasio the entire Horatius, and Carteret, Lord-Lieutenant of Ireland, all of the New Testament, from the first chapter of Matthew to the end of the Apocalypse. The learned Scotchman, Thomas Dempster, affirmed he knew not what it was to forget; and Scaliger is told to have apprehended within twenty-one days the whole Homerus, and within four months all the Greek poets.

The notorious and mysterious Count of St. Germain surpasses them all. Any newspaper he read once he knew by memory, and was furnished with such a gigantic, comprehensive power of numbering, that he retained a series of a thousand numbers, which he could recite forward, and backward, and pulled out from the middle. From the court of Henry III, in Cracow, he demanded one hundred packs of picket-card, mixed them together in disorder, let him tell all the successions of the cards, ordered it to be noticed exactly, and repeated their names, following one after the other, without being wrong once.

He played almost every musical instrument of the world, was an excellent painter, and imitated any hand writing in the most illusive manner. He had but one passion—playing all games with absolute mastery. In chess no mortal has vanquished him, and in faro he could break every bank by calculation.

OFFICIAL INTERPRETATION OF THE SCHOOL LAW.

OFFICE STATE SUP'T COMMON SCHOOLS, }
JEFFERSON CITY, Sept. 1, 1858. }

Question.—When the inhabitants of two districts in a township hold a meeting and decide to unite the two districts into one, and subsequently disagree as to the site of a school house, how is the matter to be adjusted?

Answer.—Assuming that the union is a legal one, (which is a question not to be determined without a full statement of the facts,) the site for a school house must be fixed by a meeting of the district. Section 4, sub-division of Sec. 7, Art. 4, School Law.

Question.—The Trustees of two districts in a given county failed to make their reports to the County Commissioner on or before the last day of December, as required by law; but after that time, and before the Commissioner reported to the State Superintendent, they did make an informal report. In the report of the Commissioner, the number of children in these two districts was included. Are these districts entitled to draw their *pro rata* share of the school money apportioned to the county?

Answer.—It is supposed that they would be so entitled. A report made after the time fixed by law should not have been received by the Commissioner, but when received, and the number of children reported and counted among the children in the county, the money then drawn should be paid over to them.

Question.—Is any one qualified to teach in our common schools who does not understand English Grammar?

Answer.—The law very explicitly declares that all who seek the post of teacher shall be examined in English Grammar, among other things, and that he must be qualified to teach it. That would be a very low standard of qualification, indeed which omits the principles intended to teach us the proper use of our vernacular tongue.

Question.—How is it to be determined whether a teacher is qualified to teach English Grammar?

Answer.—The certificate of the County Commissioner is *prima facie* evidence of such qualification; but one which does not embrace English Grammar does not, by any means, come up to the requirements of the law.

Question.—Is it lawful to apply the entire fund of a district to a winter school?

Answer.—The law provides that the Trustees shall employ the teacher, but does not limit them as to time or salary, except that the people of the district, when assembled, "can require their Trustees to divide the school moneys into equal portions, one-half of which shall be used in paying teachers' wages in the spring and summer months, and the other half in paying teachers' wages in the fall and winter months." The matter is thus left entirely with the Trustees, unless it is acted on at a meeting of the people of the district.

Question.—When a district is divided into two or more districts, how is it to be determined which retains the ownership and control of the old district school house.

Answer.—If the house fall wholly within the bounds of one of the new districts, it would thereby obtain legal control over it, leaving the other without a house; and it must furnish one from its own resources, without any claim upon the district in which the house is situated for any proportion of money expended in the erection of a house before the division. This may work a hardship, as we know it has in one or two instances, but we do not see that the law will bear any other construction.

Question.—When the inhabitants of a neighborhood situated in two or more townships desire to form into one district, how must it be done?

Answer.—By petitioning the County Commissioner, whose duty it will then be to call a meeting of all the inhabitants living within the bounds of the proposed district, and when thus assembled, they should vote for or against the proposition. If a majority favor the proposition, then the district shall be considered as organized, subject to the provision contained in the 11th section of article 4.